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ABSTRACT

This paper describes the status and development of a school/university partnership from the point of view of the participants. Descriptions of the paths collaboration has taken, anecdotal recall, and reflections about working toward a collaborative relationship support comparisons of this relationship with the Professional Development School (PDS) models described by some researchers. The particular focus is on the effort to maintain and increase the relationship between the university's urban teacher education program and one urban elementary school. The PDS concept views the school as a learning community, and a central idea is that teacher learning and development support student learning. The university in question has urban and a suburban campuses. The suburban campus has committed to PDS relationships, and its programs have received both internal and external financial support. The urban campus has sponsored collaborative programs, but they have not reached the level of the PDS model. At the urban elementary school studied, relationships with the university have continued over 30 years. Student teaching and cooperating teacher support were the original bases for the collaboration, and they are still its most stable feature. The collaboration has not reached PDS status for several reasons, the first of which is a lack of acceptance for the concept of the PDS, which may be perceived as having negative impact on the mission of the school to educate its students. Another reason is that the university may be perceived as an ivory tower, rather than a realistic partner in education. The urban context and the competitive environment also pose barriers to creating a PDS relationship. A look at the experiences of this school leads to the conclusion that several factors are necessary for the establishment of a PDS: (1) clarity around issues of starting a PDS; (2) a focus on collaborative benefits to parents, students, student teachers, teachers, administration, and faculty; and (3) insulation from negative forces. To support the collaboration, communication, connection, and commitment are required. (Contains 1 figure and 14 references.) (SLD)

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An Urban Public School and University Collaboration: What Makes a PDS?

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INTRODUCTION

This paper describes an account of the status and development of a school/university partnership from the point of view of the participants. Descriptions of the paths the collaboration has taken, anecdotal recall and reflections about the realities in striving toward a collaborative relationship between two entities will support comparisons of this relationship with the Professional Development School (PDS) models described by authoritative sources.

One particular, ongoing effort to maintain and augment the relationship between the urban teacher education program and one local school in particular is addressed in this paper. In the competitive urban environment that the current relationship exists, some school and university personnel, including myself and the co-author of this paper, aspire and strive for the relationship to develop into a PDS. The context of the relationship between the school of education and this local elementary school is dynamic; it has expanded, contracted and mutated as it has evolved over thirty years of interaction. While some of the activities now have changed form or ceased, and the personnel have either left or remained, the relationship between the two institutions continues to evolve and grows more intertwined and complex. The following is an evaluation of what makes this relationship approximate or not approximate a PDS, and an examination of the benefits and drawbacks to the effort.

REVIEW OF THE LITERATURE

The Professional Development School (PDS) concept, generally a collaboration between a K-12 school and higher education institution, is now considered by many school reform advocates, especially teacher educators, as a means of "simultaneous

renewal" (Goodlad , 1988, Teitel, 1997b) for schools and for teacher education. PDSs are called "exciting" and "innovative" (Teitel, 1997a) ways to restructure schools to achieve high quality teaching and learning. The PDS idea is designed to be transformative, that is, PDSs require change in school's mission, as well as change in the way schools are operated, designed to implement a particular interaction between theory and practice, expressed as praxis.

In working toward collaborative relationships with schools, teacher educators are are guided by the concept of praxis, voiced by Soder & Sirotnik (1990). They state that, "Teachers in schools of education prepare teachers, who, in turn, teach in our nation's schools. Educational practice must be as close to the professor in a school of education as the land is to a professor in a school of agriculture. Each must connect to the field in ways that simultaneously enrich both inquiry and practice. This, of course, is the concept of *praxis*. Praxis is reflexive and evaluative. It influences and shapes the bases of knowledge that, reciprocally, influence and shape human action. It is influenced by underlying beliefs, values, and human interests, and it must therefore make such normative content manifest and subject to critical inquiry and action. It is knowing in action – a dialectical process of reconstructing knowledge in the context of practice." (Soder & Sirotnik, 1990, pp.402-403).

The concept of a Professional Development School where teaching and learning are subjects of both inquiry and practice embodies this idea of praxis. The Holmes Group, a group of elite schools of education, adopted praxis when it presented the PDS concept in *Tomorrow's Schools* (1990), and pressed for the PDS as a commitment by schools of teacher education in *Tomorrow's Schools of Education* (1995). Levine,(1997) traces the

roots of the PDS concept to the reform movements of the 1980's, including the Holmes Group's reports, the Carnegie Report on Education and the Economy, the creation of the National Board for Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium (INTASC), and the redesign of standards for accreditation by the National Commission for Accreditation of Teacher Education (NCATE). Levine attributes the emergence of the PDS concept to the three concepts: "The first was a vision of teaching as a profession which included knowledge-based practice, collegial interaction, and an inquiry orientation. The second was the notion of collaboration between school and university, which could bring together two critical sources of knowledge and expertise about teaching, and ensure that the enterprise of each was informed by the needs and practices of the other. Third was the idea that new teacher preparation as well as staff development and research needed to be linked to the new professional and curricular standards. PDSs brought substance to these three concepts by creating school/university partnerships, developed within school settings with the mission of supporting teacher education, staff development, research, and quality education for children." (Levine, 1997, p.64).

According to Teitel, "Although definitions of PDSs vary, most can be characterized as collaborations between schools and colleges or universities (and sometimes community agencies) that focus on: (1) the preparation of pre-service teachers; (2) the continued professional development of experienced educators at school and college; (3) high quality education for diverse students; and (4) continuous inquiry into improving practice." (1997a, p.9).

A PDS arrangement is supposed to establish and support long-term collaboration between partners. As it is described by the Holmes Group and other proponents (Levine, 1997), and attested to by those who have developed PDS relationships (Ebert, 1997), the collaborative synergy of the cross-connection of teacher educators with school personnel in the PDS provides benefits in many ways. The benefits of a concentration are in focusing research activity as well as an intimate knowledge of one site as a school culture.

Noting that the PDS concept implies a transformative change in the mission of a school, to create a PDS requires rethinking what schools are supposed to do. The PDS implies a variant emphasis and priorities. Instead of the focus on children's learning only, with the assumption that the teacher is already an authority, the PDS concept views the school as a learning community. Adopting this view of a school's mission as one of lifelong development can be a difficult departure from the traditional mission for the school, and will not take hold unless the school's community is willing to acknowledge the and support the idea that creating a learning community to encourage teacher development results in improved student development. Understanding that any simple listing doesn't represent the actuality of how the priorities are enacted, it is still important to see how far the PDS concept is from the traditional view. In the definition of a PDS, (Teitel ,1997a, p.9), the goal defined first is to improve pre-service teacher preparation, the second goal is to expand professional development of teachers and university faculty, the third goal is to deliver quality education to diverse students, and the fourth goal is to promote continued inquiry on ways to improve practice. These goals play out in different ways as the PDS matures.

"PDSs are developmental by nature – they are designed to always be changing and improving, and they are certainly in the process of being created." (Levine, 1997, p.70). Levine describes threshold conditions for creating PDSs. These conditions are the commitment by the partners to a shared vision of the PDS mission, working together toward the goals of a collaborative and accountable learning community, and each partner providing the institutional commitment of the resources necessary to support the PDS. (Levine, 1997, p.71).

Teitel's, the Holmes Group's, and NCATE's advocacy of the PDS model for teacher education, imply a variant mission for the PDS than that of the traditional school. In the traditional school, without interference by outside institutions, the first (and possibly only) priority is to serve its students and their parents, only incidentally improving education for the greater community.

Realistically, the selection of one school or more schools designated as PDSs takes up a larger proportion of energy and commitment of resources by the school of education than given to those schools not considered PDSs. In their comment on the Holmes Group's proposals for teacher education, Larabee and Pallas discussed the PDS concept and their own experiences. "Faculty in our own institution and others who have tried to establish a full-fledged PDS according to this (Holmes Group in *Tomorrow's Schools*, 1990) model acknowledge this as a worthy endeavor that pays many dividends, but they note that it is very difficult to carry out. A small number of such institutions represents an enormous commitment of time, money, and staff for even the largest education schools." (Larabee & Pallas, 1996, p.27). Notwithstanding the concentration of

resources, since highly acclaimed groups and scholars endorse the PDS concept, pressures to establish a PDS are significant within most teacher education institutions.

Professional partnerships between public schools and higher education, especially institutions preparing teachers, have become a desirable avenue for instigating and developing education reform efforts (Lieberman, 1991). The push for restructured schools, improved teaching, and professional development has had the effect of making the professional partnership a necessary effort for both the public school and the university, in part to satisfy accrediting agencies, state examiners, and funders. Many of these partnerships are based on the concept of the Professional Development School (PDS) that has been espoused as a necessary venue for quality teacher training by the elite schools of education which belong to the Holmes Group (Holmes Group,1986, 1990, 1995).

Forging these partnerships is hard, but maintaining and developing them is even harder still. According to Johanna Lemlech (1997),

> Whether a partnership **is** a partnership depends on the eyes of the beholder. Similar to the concept of collegial relationships, partnerships may be real or *pseudo*. The partnership represents an agreement to collaborate in certain ways; there are assets and debits, constraints and rewards. When a partnership ends, there are treasured memories and sometimes hard feelings.
>
> Ideally the partnership creates a professional community for making informed judgments. The partnership should provide a means for participants to come together and use their expertise to improve practice for all involved. The collaborative relationship needs a process for dealing with ways to support each other, problem solve, and resolve disputes. University teachers and public school teachers must find a balance between meddling, suggesting, and supporting.
>
> There is a fine-line difference between collegial relations and a collaborative partner relationship. Collegial relations require a period of time to develop mutual trust, joint reflection and opportunity to discuss and debate, commitment to consulting, and the sharing of expertise.

> The collaborative partner relationship is a working relationship that is frequently inspired and maintained by a financial award. The partnership is **negotiated** and situation specific. Partnerships that persist over time despite the cessation of funding do so as a result of good communication, the sharing of mutual goals, and significant time for reflection. Successful partnerships have the potential to develop authentic collegial relationships.

This is a view of a partnership that is in part negotiated, collaborative, even collegial. We, the implementors of this particular project, are partners with different objectives, yet we are persisting in our efforts to collaborate towards the intersection of mutual goals, for children, parents, teacher education students, and the staff and faculty who support them. Research about public school and university partnership efforts has been growing in volume, and questions of what constitute a partnership, how it is developed and conducted, and the effects of partnerships on teaching and learning are being asked and answered. Changing roles and relationships between participants in partnership efforts are being documented and analyzed for their effects (Sirotnik & Goodlad, 1988). It is in this vein that we discuss the specifics of implementing one of the partnership strands between the urban public school and university that we represent.

CONTEXTS FOR COLLABORATION

The University Context

The school of education described in this paper has urban and suburban campuses. The school of education sponsors pre-service programs for teacher certification in elementary and secondary subjects, both undergraduate and graduate, and advanced degrees for administrators. Undergraduate students can major in early childhood development or elementary education, and can qualify for elementary and

middle school teaching certification. The secondary students can minor in education when their major discipline area can result in certification. There is a graduate pre-service program designed to appeal to working adults who wish to enter teaching, which offers both elementary and secondary certification operating on both the urban and suburban campuses.

The faculty of the suburban campus have pressed to institute formalized PDS relationships for both the undergraduate and graduate programs. The undergraduate program's PDS relationships have been supported by grants. The graduate program has taken the form of internships with school districts. The suburban programs have committed resources to their PDS relationships, which extended the concept of "student teaching centers" used before they focused on establishing PDSs. The PDS relationships established by the suburban campus have been supported through funding from both internal and external sources, and the restructuring of the education curriculum to create the integral undergraduate field experiences. The suburban campus has committed to the PDS relationships, and is in the process of developing collaborations with the schools with which it forged PDS agreements through strong student and faculty presence.

The situation of the urban campus regarding PDS relationships is quite different. The urban campus is essentially one high-rise building in an urban center. Undergraduate students can live in the dormitory but many commute by subway or bus to day and evening classes, and to schools for fieldwork. Most of the graduate students work at other jobs during the day, which makes it difficult to incorporate regular classroom fieldwork into the graduate teacher education program. The city school district does not have the same type of internship programs that would support graduate students since the need for

urban teachers allows it to provide "emergency" licenses to holders of baccalaureate degrees who take teacher education courses while teaching as long term or day to day substitutes.

In the urban setting, the teacher education faculty, primarily those invested with responsibilities for student teachers, became involved in various ventures with the local schools' personnel and students. These ventures have included s c grants from private foundations and from government sponsored programs such as the Stay in School Partnerships, Liberty Partnerships, and Upward Bound projects. Teachers from the local schools have taken active roles in advising these service projects. Teachers from the cooperating schools visit classes as guest lecturers, as well as joining as adjunct faculty to teach specific courses. To date on the urban campus, these interchanges between the University and the local schools, although promoting respectful interchange, have not reached the level of intensity one would expect from a PDS model.

The University's relationship with the local schools

The nearest elementary schools are located within walking distance from the University. These are the schools that have traditionally been sites for student teaching placement, largely because their accessibility allows faculty supervisors to easily visit, and the faculty became acquainted with the staff in these schools. Over time, as student teachers are placed in the schools, cooperating teachers receive tuition vouchers. They use these vouchers gained from hosting student teachers to attend courses and earn degrees. Thus, the teacher education program has developed a reputation with the local schools.

These local public schools are generally cooperative in placing student teachers and allowing observation visits, with the caveat that the "best" local schools have been inundated with requests by potential observers and often turn requests for observation or student teaching placement down. There is a high level of competition for the most desirable schools and cooperating teachers. A competitive climate for placements in which "innovation" and "best practice" is modeled for pre-service teachers is a facet of the urban environment in which this teacher education program exists.

The teacher education program under examination in this account is only one of a number of programs that exist in a relatively small geographic area, which are forced to share the public schools in the local area as resources for practice teaching and research. Since there are many teacher education institutions within this small geographic area, the public schools and school district leadership have the opportunity to select specific projects or maintain relationships with more than one teacher education program. The ability to maintain multiple relationships is often a source of pride for a school, which can advertise the multiple connections to parents. Yet having multiple connections with university partners can engender obstacles to PDS development. This author was unable to locate discussions of competition for PDS arrangements in the PDS literature, which does not generally address issues of exclusivity. Published accounts of PDS alliances located to date (Ebert, 1997, Teitel, 1997a, 1997b, NCREST, _____) indicate alliances between the school and a single teacher education institution.

The School Context

The focus of this paper is a public school located within walking distance from the university. It is a school built during the 1960's, during the period of school decentralization, with a contentious political background. It is relatively well maintained physically, yet is one of the lower performing schools in the community school district to which it belongs. The school is located on the edge of a public housing project, and draws a large number of students from the housing project and from another set of low-income apartment houses nearby. A number of homeless children from a nearby shelter also attend the school. The school's students are multiracial, about one half Hispanic, a quarter each African-American and Asian. About three quarters of the students qualify for free lunch at the school ("Report Card: How the City's 3d Graders Measured Up," 1997). Few Caucasian children attend this school since most of the middle class families in the area either obtain variances to attend other schools within the district or use private or parochial schools.

In the 1996 administration of the standardized New York City Reading Tests, this school had only 26% of the third grade students tested reading at or above grade level ("Report Card: How the City's 3d Graders Measured Up," 1997). Because of this and previous years' academic performance, the school was cited by New York State for its Community School program, a program which mandated improvement, but which afforded funding and coordination.

Appointment of a new principal when the previous principal retired in 1990 changed both the organization and climate of the school. During the period before the 1990 turnover, the school's population had dwindled to less than 400 students. From the

inception of the new administration, the school underwent a qualitative change, influenced by the new principal and influenced by district leadership in implementing whole language instruction for reading and constructivist teaching principles in its staff development initiative. Through obtaining various sources of funding, the school implemented an inclusion model for special education students, and extended the grade levels served to eight by creating a themed middle school. The school also used district staff development support to implement Reading Recovery, and learning standards. These efforts resulted in a growth for the school to its capacity of around 600 students. As of the date of this paper, the principal has just left the school to assume a position in another district and a new interim acting principal has been named and has come to the school.

RELATIONSHIPS LEADING TO PDS FOUNDATION

The relationships between the school of education and this local elementary school have been dynamic. These relationships have expanded, contracted and mutated over thirty years of interaction, since the public school was built and the University created its teacher education program. Student teaching placement and cooperating teacher support were the original bases for the collaboration, and continue today as the most stable feature of the relationship.

Traditional student teaching, in an immersion format in which the student teachers spend five full days a week for a semester under the supervision of cooperating teachers at the primary and upper elementary levels, has been an uninterrupted, ongoing strand of connection between the two entities. Student teachers generally take a research seminar during their student teaching semester, and have engaged with their cooperating teachers

for action research projects. The qualitative characteristics of student teaching as described by Ebert in terms of responsibility (1997, p.56), are largely in evidence in the history of placements in this school. The professionally responsible roles the student teachers assume at this school can be attributed to the competence of the students, an open acceptance of student teachers' professionalism from the group of cooperating teachers, and the supportive liaison role of supervising faculty.

Grants and funded initiatives from the university augmented the school-university relationship. From 1990 to today, a New York State funded program, the Teacher Opportunity Corps, expanded the relationship by forming mentoring relationships between education students and selected teachers who allowed the students opportunities for observation and participation in their classrooms.

In 1991, a faculty member proposed a set of field experiences for undergraduate reading methods students to the school principal. This methods class met for half the total class time on site at the school each semester from 1991 to 1997, in cooperation with at least two teachers who hosted students in working with small groups of children in their classrooms during morning literacy instruction periods. As part of their coursework, the college students tried various reading instructional and assessment methods with small groups of children. Following the classroom activity, the students and professor met afterward to reflect and connect theory with practice, welcoming staff and parents as participants. This type of university presence at the school gave occasion to develop and augment relationships with the administration, teachers, support staff and the active parent group.

As one outcome of teaching the reading methods course on site at the school, the professor developed relationships with many of the teachers, including the chapter leader for the union and other members of the staff. These familiar relationships led to informal professional development sessions, the exchange of information, and recruitment of certain teachers as adjunct course instructors.

The meetings between the principal and course professor to negotiate the school's cooperation in augmenting field experiences for the reading methods courses included the Community School coordinator, who influenced the negotiation for space and cooperation with the stipulation that parents be invited to participate in the class. A particularly close relationship developed with the teacher who served as parent liaison and with the Community School program coordinator. When a family literacy program grant was announced, the outreach office of the school of education applied and received funding for a program which developed family and computer literacy and brought the parents to the University for word processing workshops to enable them to publish a school literary magazine. The publication, *The Literary Bridge*, was and is well regarded by the school community as a valuable component of the school's literacy program. The program had various positive effects on computer skills and on the parents' lives. As a result of their exposure to this program, the parent participants urged the Parent Association to purchase a computer for their use in school, and have since developed other uses for their computer skills. Additionally, the university donated used computers, set up for use in the parent room by parents and children. The parent program has become a topic for research by faculty and graduate students interested in adult literacy and parent empowerment.

Other connections between the university and school developed. The principal had earned his administration and supervision degree in the university program. He hired a number of the university's student teachers upon their graduation, which led to a strong alumni presence on the teaching staff. The regular presence of faculty at the school and the need for mutual support from community organizations led to an invitation to join the state-mandated Community School advisory board. The affiliation established through forging closer ties with the University and other neighborhood institutions functioned to further assist the school in grant-getting activities as well as satisfying the intent of the Community School program. The involvement has fostered an informal process, and the faculty, teachers and student teachers have since collaborated on various projects and research.

IMPEDIMENTS TO PDS

Part of this study seeks to review from a case perspective the problems in forging a PDS. This collaboration has never been termed a PDS for a number of reasons. This section attempts to discuss the barriers to PDS from the points of view of both the university and school personnel.

The concept of a Professional Development School, as discussed earlier, likens teaching to medicine as a profession. In following the medical model, the site at which service is delivered becomes an instructional site for aspirants to the profession. However, the concept is not universally accepted. Interpretation of the PDS concept as prioritizing teacher education and professional development can be perceived negatively, where school insist that the first and most important mission for the school is to educate the children, with staff development as a necessary but secondary goal. The implied PDS

orientation towards teacher development can be perceived as negatively impacting on the mission of the school to educate its students.

Second, encountering opinions that the university is "an ivory tower," where the professors do not have realistic ideas about what goes on in classrooms can form a substantive barrier to collaborative professional development. Additional impediments to creating a PDS can include expressed lack of respect for teacher education, exemplified by teachers who became certified through emergency licensure and express low opinions of teacher education programs.

As Levine states, "PDSs often begin as the work of individuals in schools and universities who have a shared vision . . . The building of trust across institutional boundaries lays the groundwork for institutional commitment which is necessary for institution building. (Levine, 1997, p.71). Since in this instance there was less than complete trust between the university faculty and the school administration, those teachers with whom relationships were built became less obvious and evident. Programmatic connections like student teaching and grant funded programs continued, but were less publicly celebrated.

The urban context and the competitive environment also pose barriers to creating a PDS relationship. In this case, the local school district had established a close relationship with another larger university. This competing relationship was relevant due when a large number of student teachers from the larger university were placed at the school, making placements with desirable long term cooperating teachers unavailable. The larger university did not long maintain the same level of activity at the school, for reasons undisclosed. However, the district's continued interaction with the larger

university in other areas, such as securing professional development services, left some doubt as to whether the school had the autonomy to independently form a different affiliation. If the process of formally creating a PDS is to go forward, the school district superintendent must agree to the affiliation. Selection of the teacher education program with which to affiliate may become a district decision rather than a school decision.

A major barrier to establishing an urban PDS arrangement was the scarcity of institutional resources. The types of collaborative activities usually implied by a PDS arrangement, including meetings and released time for teachers and faculty could not be supported without efforts to secure external funding. Many efforts to create collaborative projects never got beyond the discussion stage, although some programs continued to receive university support, like student teaching, and continued funding from the university, as in the parent literacy program, while efforts to secure additional funding proceed.

Conclusions

The purpose of this paper was to describe the experiences of university and school personnel who have been involved in collaborative work. Our research about our collaboration has shown us that the differences in goals between the partners must be bridged so that the lives of all stakeholders can be improved. We believe it would be a benefit to all concerned for the loosely knit relationships to be more tightly bound into a PDS structure, but that our experiences and the literature (Teitel, 1997b, p.326) show that this is not an easy task, nor is it always a straight trajectory.

How many teachers, education students, and faculty go into making a PDS? Teitel (1997b) describes three PDS projects which span the ranges of involvement, down to a single faculty member and six student teachers, which is about similar to the proportions

in our described collaboration. In our experience, it doesn't take many people to keep a relationship going through times where the collaboration is weakened. Our experience is that with sustained attention to multiple partnership strands the school and university's situational stances will modify and the relationship will have opportunities to again intensify. The new school principal may embrace the PDS concept and energize the staff toward this idea. It remains to be seen when and whether this shall come to pass.

Summary

Our experiences have taught us several factors are crucial to realizing a PDS. Among the factors are Insulation, Information and the focus on Positives (See Figure 1). These factors need to be present to sustain collaboration:

Information

Clarity around issues of starting a Professional Development School (PDS) are addressed by the school and the university liaisons on an ongoing basis. Buy-in to the mission can only be obtained through dissemination of adequate information.

Focus on the Positives

Focus on collaborative benefits to parents, students, student teachers, teachers, administration, and faculty. Close ties & long term association assist both entities in securing grants, supports for professional development.

Insulation

Extent of impact and involvement is dependent on protection from negative forces through insulating the strands of connection. Insulation provides the ability to transcend obstacles.

These factors support the collaboration:

Communication

The university maintains a presence at the school, gains familiarity with staff, and by invites the school community to activities that take place on campus. The school community becomes aware of the university and becomes more comfortable visiting the campus (parent literacy, Chinese New Year & Outreach Celebrations, Year End, KDP Initiation, PDK etc.)

Connection

Multiple strands of connection bind the two organizations. The program of student teaching continues to be the primary basis for the collaboration between the school and university. Pre-service students observe, assist, engage cooperating teachers in action research projects and participate in field based classes. A literacy program increases parent involvement and generates research on parent empowerment. Other components (e.g. CS Advisory Board, etc.) evolve.

Commitment

University staff and school staff support concepts of PDS and develop mutual respect. Staff are liaison to parents, provide support for pre-service teachers, and mediate any difficulties.

So what makes a PDS? Since that is the title of this paper, it is reasonable to assume that we want to answer that from our experience. What we have described is a "stealth PDS," where a core of university faculty and cooperating teachers see the benefits of having a PDS but cannot obtain official designation. It's a long term relationship where principals, teachers and faculty move in and out, but the physical

proximity of the school and the University, and the school's demographics mitigate towards a closeness that withstands the pressures of competition and personal differences.

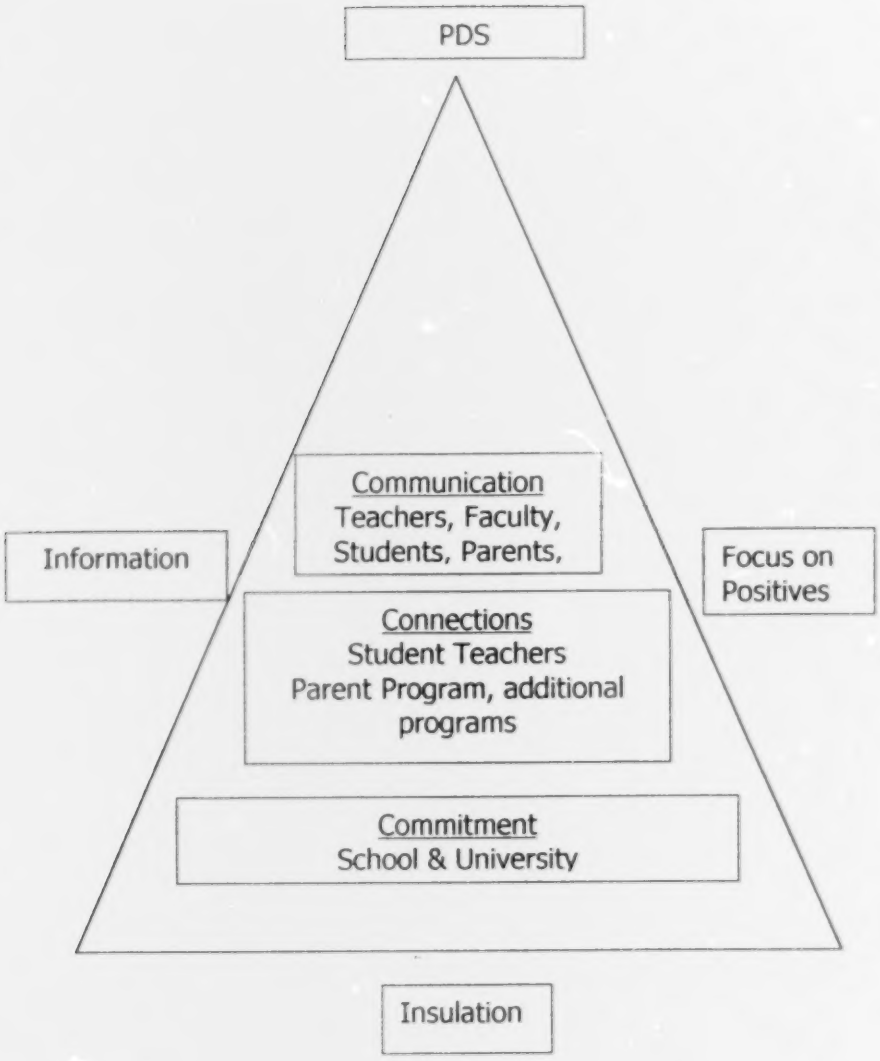
PDS
Communication
Teachers, Faculty,
Students, Parents,
Information
Focus on
Positives
Connections
Student Teachers
Parent Program, additional
programs
Commitment
School & University
Insulation

Figure 1

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